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ABSTRACT

To expand on previous studies of the difficulties encountered by Japanese students in the United States, 20 newly-arrived Japanese university students were interviewed about ten areas of daily life: nonverbal communication, money, time, systems of measurement, clothes, education, transportation, communication, manners, and getting acquainted with Americans. Results indicated that newly-arrived Japanese had difficulty in a number of these areas. For example, while the students understood American coins and bills, they were unfamiliar with checking accounts, writing checks, or the average cost of a meal or a hotel room. Although students knew what clothing to wear for business and school occasions, they had problems knowing what kinds of clothing to wear for social occasions due to limited knowledge of the levels of formality in social situations. It is concluded that Japanese students need more cultural preparation before coming to the United States. (Author/MSE)

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PRACTICAL ADJUSTMENT TO LIFE IN THE UNITED STATES: INTERVIEWS WITH INCOMING JAPANESE STUDENTS AT AN AMERICAN UNIVERSITY

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Abstract

Previous studies have indicated that Japanese students do not know very much about American culture and they have difficulty when they come to the United States. In order to find out in more detail problems Japanese students have with daily life in the U.S., I interviewed twenty newly arrived Japanese students. I asked them questions in ten areas related to daily life, including money, time, clothes, transportation, and getting to know Americans. The results indicate that newly arrived Japanese have difficulties in a number of these areas when they come to the United States. For example, while the students understood American coins and bills, they did not know much about checking accounts or writing checks or how much to expect a meal or a night in a hotel to cost. Although they knew what types of clothing to wear for business and school occasions, they had problems in knowing what kinds of clothing to wear for social occasions, because they did not have much awareness of the differences in levels of formality for social occasions. The results of this study indicate that Japanese students need more preparation before coming to the United States.

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PRACTICAL ADJUSTMENT TO LIFE IN THE UNITED STATES: INTERVIEWS WITH INCOMING JAPANESE STUDENTS AT AN AMERICAN UNIVERSITY

Introduction

In previous studies, I have found that Japanese students do not know very much about American culture (Kitao, 1979a, 1979b). As a result, they often have difficulties when they live in the United States (Kitao, 1978, 1980). Because these studies mainly involved paper-and-pencil measures or surveys of textbooks, and because I have not found in-depth studies of the problems that Japanese students have in the United States, I interviewed twenty Japanese students who had recently arrived in the United States. The purpose of this study was to find out, in detail, what problems they had in practical areas of daily life.

Methods

I interviewed twenty newly arrived Japanese students at a large Midwestern university. The questions in the interview concentrated on practical information about the United States, and the purpose of the interview was to find out the types of problems that Japanese students encountered or would be likely to encounter in daily life and in interactions with Americans.

Instrument

I prepared the questions for the interview on the areas of American culture that seem most necessary and useful for Japanese students, businesspeople and tourists (particularly for the first

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two groups) in the United States, divided into ten sections: (1) nonverbal communication, (2) money, (3) time, (4) measurements, (5) clothes, (6) education, (7) transportation, (8) communication, (9) manners, and (10) getting acquainted with Americans. These ten sections included the eighteen areas from the Test of American Culture (Kitao, 1979b), which were related to gestures, money, shopping, time, letters, measurements, temperature, clothes, education, transportation, communication, telephone, postage, table setting, table seating, customs, etiquette, and forms of address. No items on Culture with a big C were included. The questions are given in the Appendix.

The main difference between the questions in these interviews and those in the Test of American Culture was that the interviews were more practically oriented. They were based on necessity and usefulness in the United States; many questions were concerned with behavior in a given situation. Consequently, all items on Culture with a big C were eliminated and only very practical items were included. This interview was more dynamic and practical than the Test of American Culture, which was more static, academic and intellectual.

There are two types of questions in each section: one was open-ended questions (Part A), and the other was multiple-choice questions with four alternatives (Part B). The purpose of the former was to check how much the students knew about each area, and several related prompting questions provided; therefore, the interviewee on Part A would clearly understand what was being asked and would be able to produce what he/she knew. The latter (Part B) was specific, and the interviewees did not have any guidance or help. Of course, Part A was asked first so that the multiple-choice questions did not provide hints for answers to

the open-ended questions.

In a pre-test, four Americans informants were interviewed in order to determine the correct answers for Part B and find out something about what Americans expected for Part A.

Participants

There were twenty interviewees: ten males and ten females. An equal number of each sex were chosen because some questions were directed to members of both sexes (for example, on clothes), and some questions to members of only one (for example, on dating), and it is easy to compare those two with equal numbers.

All interviewees were students at the University of Kansas, ranging in age from the late teens to the late twenties. They had spent one week to one month in the United States before the interview. Since they had been preparing to come to the United States for a long time, they were assumed to have learned some things about American culture before arriving; thus, their knowledge of American culture might be better than that of the average Japanese. However, their experiences in the United States were limited mainly to campus life.

Procedures

The interviews were conducted individually in Japanese and lasted between one and two hours, with the average being a little longer than one and a half hours. Japanese was used because the main concern of this interview was investigating how well Japanese people understand each item of American culture in detail; it was important to let them express themselves freely.

Statistical Analysis of Part B

I tried to calculate statistical results in the analysis as much as possible, not only of Part B but also of Part A. The results of Part B are shown in Tables 1, 2, and 3.

Table 1 shows how well each student did on the 67 questions on Part B. The scores ranges between 28 and 46. The mean score was 36.0, and the standard deviation was 5.96. The group was heterogeneous in scoring. There was not much difference between females and males in the mean score, but the males were more heterogeneous.

TABLE 1

FREQUENCY DISTRIBUTION OF CORRECT ANSWERS TO THE MULTIPLE-CHOICE QUESTIONS IN THE INTERVIEW

Score	Female Students	Male Students	Total Students
46	1		1
45		1	1
44		1	1
43	1		1
42	1	1	2
41		1	1
40			
39			
38	1		1
37		1	1
36			

TABLE 1 (Con't)

FREQUENCY DISTRIBUTION OF CORRECT ANSWERS TO THE MULTIPLE-CHOICE QUESTIONS IN THE INTERVIEW

Score	Female Students	Male Students	Total Students
35			
34	1		1
33	2	1	3
32	1	1	2
31	1		1
30			
29	1	1	2
28		2	2
Total	10	10	20
Mean	36.1	35.9	36.0
S.D.	5.49	6.40	5.96

TABLE 2

RESULTS OF THE INTERVIEW: PART B

No.	Female	Male	Total
I. Nonverbal Communication			
1	9	10	19
2	10	10	20
3	4	7	11
4	4	5	9
5	9	8	17
6	2	5	7
7	9	10	19
Total	47	55	102
Mean	6.71	7.86	14.57
II. Money			
1	9	10	19
2	10	7	17
3	7	6	13
4	7	4	11
5	6	5	11
Total	39	32	71
Mean	7.8	6.4	14.2
III. Time			
1	7	6	13
2	9	8	17
3	6	5	11
4	4	3	7
5	4	7	11
Total	30	29	59
Mean	6	5.8	11.8
IV. Measurements			
1	3	0	3
2	4	5	9
3	4	5	9
4	7	9	16
5	2	4	6
6	5	8	13
7	3	3	6
8	3	5	8
9	3	1	4
Total	34	40	74
Mean	3.78	4.44	8.22

TABLE 2 (Con't)

RESULTS OF THE INTERVIEW: PART B

No.	Female	Male	Total
V. Clothes			
1	10	10	20
2	4	2	6
3	3	4	7
4	6	7	13
5	8	6	14
Total	31	29	60
Mean	6.2	5.8	12
VI. Education			
1	2	1	3
2	10	10	20
3	6	4	10
4	1	4	5
5	6	6	12
6	10	9	19
7	1	0	1
8	8	7	15
Total	44	41	85
Mean	5.5	5.13	10.63

No.	Female	Male	Total
VII. Transportation			
1	5	8	13
2	4	1	5
3	5	4	9
4	5	3	8
5	3	5	8
6	3	1	4
7	10	6	16
Mean	35	28	63
Total	5	4	9
VIII. Communication			
1	1	3	4
2	1	4	5
3	4	2	6
4	1	2	3
5	2	4	6
6	9	10	19
Total	18	25	43
Mean	3	4.17	7.17

TABLE 2 (Con't)

RESULTS OF THE INTERVIEW: PART B

No.	Female	Male	Total
IX. Manners			
1	8	6	14
2	7	4	11
3	9	9	18
4	7	1	8
5	4	6	10
6	6	9	15
7	3	2	5
8	1	3	4
9	9	4	13
10	9	10	19
Total	63	54	117
Mean	6.3	5.4	11.7

No.	Female	Male	Total
X. Getting Acquainted with Americans			
1	6	8	14
2	5	4	9
3	1	3	4
4	6	6	12
5	2	5	7
Total	20	26	46
Mean	4	5.2	9.2

TABLE 3

ANALYSES OF THE ANSWERS ON EACH OPTION TO THE QUESTIONS IN PART B

Question	Answer a	b	c	d	omitted
I. Nonverbal Communication					
1	19	1			
2	20				
3	1	2	4	11	2
4	5	9	1		5
5	17	1	1	1	
6	4	7	3	4	2
7	19				1
II. Money					
1	19			1	
2		17	2	1	
3		1	13	5	1
4	6	11	2	1	
5		9	11		
III. Time					
1	13	1	1	5	
2	1	17	2		
3	6	11	2	1	
4		7	13		
5	1		6	11	2

TABLE 3 (Con't)

ANALYSES OF THE ANSWERS ON EACH OPTION TO THE QUESTIONS IN PART B

	Answer				
Question	a	b	c	d	omitted
IV. Measurements					
1		9	3	2	6
2		9	3	1	7
3		4	1	9	6
4		2	16		2
5		6	3	6	5
6		3	3	14	
7	8	6	2		4
8	2	4	8	6	
9	2	7	4		7
V. Clothes					
1	20				
2	7	6	3	4	
3	2	1	7	10	
4	2	13	2	3	
5	6		14		

TABLE 3 (Con't)

ANALYSES OF THE ANSWERS ON EACH OPTION TO THE QUESTIONS IN PART B

Question	Answer a	b	c	d	omitted
VI. Education					
1	11	3	5	1	
2				20	
3	2	4	4	10	
4	5	10		5	
5	12	5	2	1	
6	1	19			
7	1	5	1	13	
8	4	15	1		
VII. Transportation					
1	1	5	1	13	
2	12	3	5		
3	8	1	2	9	
4	4	8	1	4	3
5	5	6	1	8	
6	2	10	4	4	
7	3		1	16	

TABLE 3 (Con't)

ANALYSES OF THE ANSWERS ON EACH OPTION TO THE QUESTIONS IN PART B

Question	Answer a	b	c	d	omitted
VIII. Communication					
1	1		4	14	1
2	5	3	5	7	
3	6	7	2	3	2
4	3	10	3	4	
5	13	6			1
6	19	1			
XI. Manners					
1	14	1		5	
2		11	4	5	
3	18		2		
4		6	5	8	1
5	2		10	7	1
6	2	15	3		
7	5	9	5	1	
8	3	11	4	2	
9		7	13		
10	1			19	

TABLE 3 (Con't)

ANALYSES OF THE ANSWERS ON EACH OPTION TO THE QUESTIONS IN PART B

	Answer				
Question	a	b	c	d	omitted
X. Getting Acquainted with Americans					
1	14	3	3		
2	1	1	8	9	
3		2	14	4	
4	12		4	4	
5	7	10	2	1	

Correct answers are underlined. (N.B.: For X. Getting Acquainted with Americans, underlined answers indicate an active effort to get to know other students.)

Table 2 shows the number of correct answers to each question in Part B for each sex. Table 3 provides item analyses for the answers by the group. If these tables are studied in conjunction with the questions in Part B in the Appendix, the students' responses can be understood.

Individual Sections

On the basis of these tables, the Appendix, and students' answers to the questions in Part A, the following conclusions can be reached.

1. Nonverbal communication. Nonverbal communication, including gestures, is an important aspect of communication. To

communicate effectively with people from another culture, it is important to understand something about their nonverbal communication system.

The Japanese students were not familiar with gestures that Americans use. Only 1 of the 20 students could demonstrate more than three different gestures; 10 students, three gestures; 5 students, two gestures; and 4 students, only one. They had learned most of these gestures in the United States and admitted that they had known almost none of them before coming here.

Among the gestures demonstrated, the most common was the shrug, given by 13 students, all of whom knew its meaning (B, No. 2). Other gestures were given by only a few interviewees. These were: nodding to show affirmation, pointing a thumb up or down to mean good or bad, bending the fingers to beckon, pointing to oneself as the speaker, making a ring with the fingers to indicate O.K., etc. The students did not know the meanings of all the gestures they could demonstrate, and sometimes they misunderstood them.

They could not recall many gestures when asked to do so in Part A, but the results of Part B indicated that they could understand more gestures than they could produce. The gestures for "O.K." and "come" were understood by 19 students (Nos. 1 and 7). However, only 11 knew the one for "good luck" (No. 3) and 9 for "shame" (No. 4). Most students, 17, knew that "uh-huh" meant "yes" (No. 5), but only 7 knew that "huh-uh" meant "no" (No. 6). The gestures meaning money and shame were not understood by these Japanese students at all.

The students had difficulty demonstrating differences between gestures used by Americans and those used by the Japanese. Only 1 pointed out more than one gesture; 15, one; and

4, none. The most frequently given difference was for "come" (8 students). Greetings, counting, and pointing to the speaker were also noted. None of the students knew American gestures well enough to compare them with Japanese gestures.

Fourteen students said that their attitude toward a teacher would be different from that toward a waitress, a clerk, or a salesman (A, No. 3). They would be more formal and polite to a teacher and try to make a good impression. However, none would show such deference to the other three kinds of people. Instead the students said they would be informal and friendly with these people. In the vertical Japanese society, teachers, particularly college professors, are very superior to students, and students are supposed to be very polite and formal toward them. On the contrary, the other three types of people are not respected in that society and it is not necessary to treat with particular politeness.

The Japanese students indicated (A, No. 4) that they thought that Americans use more gestures and other forms of nonverbal communication methods to express themselves and to establish close relationships with listeners than do Japanese. Americans were felt to show their emotions more directly than do Japanese people and to use more exaggerated gestures. They often smiled at the Japanese students and seemed very friendly. Most of the Japanese found that nonverbal communication was very important in communicating with Americans. Americans are often quite friendly and informal with others. The Japanese students felt that Americans use nonverbal communication to establish friendly attitudes before verbal communication begins, and to smooth the verbal communication.

Americans are very informal even toward teachers, and if

Japanese students are too formal, the teachers may not feel comfortable; thus, it is important for Japanese people to learn the levels of formality expected by different people.

Not all gestures are universal, and the differences across cultures must be learned in order to avoid miscommunication. However, Japanese students do not understand this type of nonverbal communication well, except for the most common gestures.

11. Money. Money is very important wherever people go, but it is sometimes hard to handle and manage in foreign countries. This section is about not only money itself but also the value of money in shopping and traveling and about how to save money.

The Japanese students did not know how to find night accommodations very well: 4 did not know how to find them at all; 3 said they would ask at a bus station or an airport; 6 would ask friends, and 7 would resort to Japanese books for help. The places where they would stay at night were hotels (12 students), motels (2), or the YMCA or YWCA (6). If they wanted cheaper places, they would choose youth hostels (6), the YMCA or YWCA (2), hotels or motels (4), or a park (2). Their budget for a one-night accommodation was less than $10 (10), $15 (2), $20 (5), and more than $25 (3). These amounts would have been lower than the adequate amount in most places. Most of the Japanese students did not know information about hotels or motels can be obtained from tourist bureaus.

Few of the students knew much about tipping customs in the United States. Most of the students (19) knew they should tip waiters at a restaurant (B, No. 4); however, only 11 knew an adequate rate. Very few knew they should tip a taxi driver, doorman or porter.

Most students (19) realized they should keep their money in a bank (B, No. 2). However, not many knew how to use saving and checking accounts. Since checking accounts are not popular in Japan, most students did not understand the checking system well, even though some had already opened such accounts. No one knew the difference between regular and economy checking accounts.

The students had little knowledge of the kind of things to be aware of in using checks. Two did not know anything about checks, and only 8 could give more than two significant points. The important points that were cited mainly dealt with the signature, the line for the payee's name, and the balance. No one know that identification cards would sometimes be needed or that some places would not accept checks. The students also did not know that the checks were local and could not be used for many purposes in other areas (B, No. 2).

Likewise, most know little about good shopping techniques. Only five gave more than two techniques for good shopping. To shop economically, the students said they would look in the newspapers (7) and go to supermarkets (10) and sales (6), but 14 answered they would simply walk around even though they did not know where they should go.

They did not know when sales were held except at the end of each season for clothes. No one knew about moving sales, garage sales, etc. A few students thought that stores on the campus were cheaper (which they are not), and none know about coupons in newspapers.

Not many students understood the value of American money. Some did not allow adequate budgets for night accommodations, and 9 wrongly estimated the price for breakfast (B, No. 5). However, they did seem to be familiar with the bills and coins; 19 stated

the correct answer in No. 1 of Part B.

The interview brought to light the fact that Japanese students seemed to have vague ideas about night accommodations. Most did not know of economical places to stay. They did not know that youth hostels are usually located in inconvenient places and that parks are dangerous at night. Only a few students had an accurate budget for night accommodations. Only one student mentioned the common practice of staying at friends' houses.

Tipping is a very important social custom in the United States. It is particularly important for businesspeople. Japanese people should learn where to tip and how much. Undertipping, or not tipping, at a place may result in very poor service if the student returns to that place. It may also cause resentment and give Americans a poor impression of Japanese people in general.

Japanese students did not understand checks well, whether or not they had used them. Most people in the United States, including students, use checks, and if Japanese people stay in the United States for any length of time, they should learn how to use checks properly.

Economical shopping is very important for economical living. Prices of goods differ from place to place and from time to time. If, while living in the United States, Japanese students learn some of the rules of economical shopping, they can save a great deal of money. However, these students knew only a few ways to shop economically. They tended to apply strategies that they would use in Japan directly to buying in the United States, and did not know about such American practices as garage sales, moving sales, or thrift shops. They should at least find out

which places to shop and which items are inexpensive, and they should also become acquainted with the major sales. Just walking around is tiring and a waste of time. In particular, grocery shopping in the United States is very different from that in Japan. Students should learn how not to waste money.

111. Time. In dealing with other people, knowing their expectations related to time is important. It is necessary to know such things as when it is necessary to make an appointment, when they are expected to arrive for social engagements or appointments, etc.

Even though business hours are the same in the United States and Japan, 7 of the students did not know what the regular American business hours are (B, No. 1). This same lack of knowledge was found for air travel; they allowed more time than necessary (B, No. 4).

Fifteen students knew that appointments were important in business; and 8 understood the importance of punctuality. However, none of them knew how to make business appointments properly. First of all, no one know how to ask for a person they would like to meet. Most students (17) asked the person for a convenient time to meet; only 1 suggested a time himself, then asked whether it was convenient. Nobody knew they would usually meet the person in his/her office for an appointment. Only 11 gave reasons for an appointment and only 6 explained who they were.

If they missed an appointment, 13 would apologize. If possible, 19 would have called the other person and let him/her know about the delay. However, 10 students would call only if they were going to be more than half an hour late.

Some did not know exactly the sorts of people with whom they

would need to make an appointment; 11 did know, but two had no idea (B, No. 5). Most students (17) knew when they should arrive for an appointment with a manager (B, No. 2), but only 11 knew when they should arrive for a dinner; 6 would arrive earlier than they should (B, No. 3).

Five of them did not know on which occasions Americans are particularly punctual (A, No. 5), even though all admitted that Americans are usually punctual. Nine students chose an appointment including a date; a party or dinner; 7, business appointments; and a few, other occasions such as classes, movies, concerts, and cafeterias in dormitories.

Since time schedules in the two countries are not very different, Japanese people should not have trouble with business hours or meal times. However some students gave too long a time for the business hours.

The same is true with public transportation. American transportation is not always on schedule and not as punctual as that in Japan, but air travel is almost the same. Many Japanese students were too cautious in the amount of time allowed before flight, but since they need more time in strange places, this is not a bad idea.

Making an appointment is a part of American daily life. Appointments are necessary to see doctors, dentists, lawyers, and most other professionals. Japanese students did not always know with whom they needed to make appointments. They knew appointments are important in business but did not know how to make one. If they were businesspeople, they would definitely need training in making business appointments in the United States.

They suggested correct arrival times for business

appointments but not for social appointments. Some students thought that they should go to a dinner earlier or later than the correct time.

If they had missed an appointment or were even a little late, most of the students would have apologized. However, most of the students would only call when they were half an hour late. In some cases, like a business appointment or job interview, punctuality is crucial and even a small delay may be serious.

The Japanese students did not know when Americans are particularly strict with time--in business appointments and certain social engagements. At those times, being late may cause problems.

In this section, Japanese students said they would be very punctual. However, according to my observations, many were not punctual, particularly for social engagements such as dinners and personal appointments. Some of them do not even apologize for being late. Their assumptions about time may cause them trouble with Americans.

IV. Measurements. Since the Test of American Culture showed that all Japanese students, both those in Japan and those in the United States, had serious problems with measurements, this section was included.

In this section, I tested how well Japanese students understand the system of measurement used in the United States. Test items were in the fields of liquid volume (gallon, quart, pint, and cup), length (mile, yard, foot, and inch), area (acre), weight (pound and ounce), and temperature (Fahrenheit). Japanese students were evaluated based on three criteria: first, whether they knew such units; second, whether they understood the units, and third, whether they knew the relation of those units to the

units that they commonly used (the metric system).

The results of Part A are summarized in two tables: Table 4 shows the results with the first criterion: how many students could recall how many names of units.

TABLE 4

NUMBER OF NAMES OF UNITS THE JAPANESE STUDENTS COULD RECALL

	Number of Units				
	0	1	2	3	4
Liquid Volume	4	13	3	0	0
Length	1	1	2	7	9
Area	10	10	/	/	/
Weight	0	15	5	/	/
Temperature	4	16	/	/	/

Table 5 shows the results with the second criterion: how well students understand the units. Recall of names does not necessarily imply understanding. For example, 16 students recalled the word "gallon," but only 3 know how much it was. The method used in the test was conversion to the metric system; figures very close to the correct answer were accepted.

The results of Part B are obtained mainly with the third criterion, the ability to equate American and Japanese units. Some questions were about relations between two units. The results are shown in Table 5.

TABLE 5

FREQUENCY OF RECALL OF UNITS OF MEASUREMENTS

	Number of Students Who		
	Named and Identified the Unit	Named but Did Not Identify the Unit	Did Not Name the Unit
Liquid Volume			
Gallon	3	13	4
Quart		2	18
Pint		1	19
Cup			20
Length			
Mile	14	2	4
Yard	6	6	8
Foot	12	4	4
Inch	14	4	2
Area			
Acre		10	10
Weight			
Pound	9	11	
Ounce	1	4	15
Temperature			
Fahrenheit	8	8	4

The interviews revealed that length posed the fewest problems. Table 4 shows that 9 could recall all four names, and 7 recalled three. Among these four units, Table 5 shows that the most students recalled "inch," then "foot," "mile," and last "yard." However, an equal number could identify "inch" and

"foot." Table 5 shows that they understood the relation between "foot" and "inch" well but not between "foot" and "yard" (B, Nos. 4 and 5).

The Japanese students did not have much trouble with weight either. All the students recalled "pound" and "ounce" (B, No. 1). They understood "pound" but not "ounce."

In contrast with length and weight, they had a great deal of trouble in the other fields: liquid volume, area, and temperature. In liquid volume, gallon was the best known, and 16 recalled it. No one understood the other units or recalled "cup." Only 9 students understood the relations between "cup" and "quart" and between "pint" and "gallon" (B, Nos. 2 and 3). Even though gallon was the best known, only 3 understood the quantity it represented. The units of liquid volume were not well known.

Area was another serious problem for the students. Half of them recalled "acre," but nobody understood how large it was.

Surprisingly, 4 students did not know how Fahrenheit was used in the United States. Eight students knew the freezing point in Fahrenheit. Fewer than half knew how to convert Fahrenheit into centigrade. It was not easy for them to convert Fahrenheit into centigrade, even roughly.

As a group, the Japanese students did not understand the units in measurement well. Only a few understood even the best known units--mile, foot, inch, pound, and gallon--well; and even these few did not understand them well enough. Since people living in the United States encounter these units in daily life, they need to have at least some idea of what each unit represents. Many Japanese people in the United States many encounter trouble if they are not familiar with units of measurement.

V. Clothes. Wearing the right clothes in business, academic and social situations is important. Students should know what is expected of them.

Table 6 shows the kinds of clothes that Japanese students said they would wear in the situations given in Part A.

TABLE 6

WHAT TO WEAR

	Dress Up			Good Clothes			Informal			Casual			Other			Do Not Know		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Hotel and Restaurant	0	1	1	3	4	7	2	4	6	4	1	5				1	0	1
School										10	10	20						
Business	6	10	16	4	0	4												
Party at a Friend's	2	2	4	3	4	7	1	1	2	1	1	2	3	1	4	0	1	1
Date	0	1	1	3	1	4	3	5	8	2	2	4	2	1	3			
Movie	0	1	1	2	1	3	2	4	6	6	3	9				0	1	1
Eat Out	3	4	7	6	1	7	0	3	3	1	1	2				1	0	1
Theater	1	1	2	4	3	7	2	3	5	3	2	5				0	1	1
Campus							1	3	4	8	6	14				1	1	2

F = Females

M = Males

T = Total

At a hotel or a restaurant, students would wear informal and casual clothes. Sixteen thought that blue jeans were appropriate

to wear in a hotel, but only 2 thought so in a restaurant. All of the women answered that they would wear slacks in both places, but only 2 of the men would wear ties. Nobody took into account the differences in hotels, but some students thought that restaurants were generally more formal than hotels. The students were thinking of different levels of hotels and restaurants, and some were considering only fancy restaurants.

All the Japanese students were familiar with clothes on college campuses and knew that people can wear causal clothes there. All the students considered blue jeans appropriate for campus.

However, on business 16 students would dress up, and 4 would wear at least good clothes. As a businessman visiting a manager, 7 students did not realize the variety of business clothes and chose only the most formal clothing, and 3 would dress too causally (B, No. 2). On such an occasion, 17 students felt they should wear a tie, but only 8 saw the need for a suit (A, No. 3). Just 2 answered that women should wear suits, although 8 considered suits preferable. Seven students said that women should not wear slacks, and 12 answered that pantsuits were acceptable. On the whole, Japanese students would not have serious problems with clothes for business appointments, but in this study they did reveal an incomplete understanding of the subject.

For a party at a friend's house, 4 would dress up, 7 would wear good clothes, 2, informal clothes, and 2, casual clothes. Three said their clothes depended on the kind of a party. If the students did not know what to wear to a party, 14 would ask the host, but the others would simply wear formal clothes (B, No. 5).

In the winter, 13 students would wear light weight clothes

and a thick coat. Sixteen students were aware of the heating practices in American buildings. Fifteen students thought they would need a thick coat; 4, very warm underwear; and 6, heavy sweaters. The students had little sense of color, with 3 even choosing light-colored clothes for the winter (B, No. 4). Although some of the students knew little about proper winter clothing for the United States, most had an adequate understanding.

Table 6 also shows choice of clothes on a date. Here most of the students would choose informal or casual clothes. They would be most formal when eating out and quite informal on campus or at a movie at night. A few students did not have any idea of what clothes to wear on a date.

In the United States, clothes are more informal than in Japan, but at certain times formality is important. All the students knew they should dress up for church, theaters (B, No. 2) and business. Many knew, too, they should dress up for some social events. However, they did not understand the levels of formality of social events well.

Some students confused the places demanding formality in dress with those where informality would be expected. At some fancy restaurants, people usually wear nice clothes, but 5 students chose casual clothes and 16 opted for blue jeans. In the hierarchy of restaurants, the top ones request men to wear ties and jackets. Most Japanese students did not know the different levels of restaurants, and many also were unaware of the two types of hotels, regular and resort, with the latter being very informal.

All the Japanese students were used to casual clothes on American college campuses. They would not have any trouble with

clothes for school.

Most of the Japanese students seemed to be aware of the proper clothes on business, but some were a little too formal. Some students underestimated the importance of a manager, and so chose causal clothes.

In social activities, some occasions require certain types of clothes. Since there are a wider variety of social activities in the United States than in Japan, students have difficulty knowing the proper clothes to wear. For example, there are many kinds of parties, even among those given at friends' houses, but only 3 students were aware of this. At least 11 people would wear nice clothes to a party, which would usually be appropriate. However students who are used to informal clothes may have some trouble. If the students did not know what to wear, they would choose the more formal clothes. However, this could be easily overdone as in the case of a student's wearing a tie when visiting a friend at home. This error is less serious than that of dressing too casually because it is more easily corrected. Before students can understand clothes, they must understand the different kinds of social activities.

Since they did not understand social activities well, they had some problems with clothes on dates. Dating is one of the most important social activities among young people, and what to wear is usually carefully considered. However, none of the Japanese students knew how to choose the proper clothes for dates. Although dating dress is becoming somewhat more formal, clothing still leans toward the casual.

As previously noted, most of the students were fairly knowledgeable about winter clothes. Heating is very good in the United States, so only lightweight clothing need be worn inside

buildings. Still, a few students did not know this and so chose heavy underwear and sweaters; a few also chose light- rather than dark-colored clothing.

By and large, in the area of clothing, the greatest need for Japanese people is for more information on the right clothes for different social activities. Wearing clothes that are too formal or too casual on certain occasions may cause embarrassment, especially for Japanese people who are more conscious of fitting into the group.

VI. Education. This section is concerned not only with education itself but also with college life in general in the United States. It indicates how well Japanese students are adjusting to living on college campuses.

All the students could describe the differences between American and Japanese college education. They pointed out that in the United States teachers are very friendly (6 students), discussion in the classroom is common (5); education is classroom oriented (3); classes demand a great deal of fundamental information and research (3), the instruction utilizes many teaching materials (3), and is practical (2), logical (2) and individualized (2). No one mentioned the philosophy of education, the grading system, the methods of research, or the social aspects of education.

If students had problems with their roommates, 8 would talk with them; 5 would make a complaint; 4 would ask somebody else to solve the problems; and 3 would do nothing about the problems. If they could not solve the problems with their roommates, 15 would leave the room; 2 would quarrel, and 3 would still ignore the problems.

The ways they would maintain friendship with Americans were

studying together or talking about classes (6 students), having friendly conversations with Americans (7), eating together (5), drinking together (2), not interfering with the other's privacy (2), and calling on the phone (1).

To find an apartment, the students would examine newspapers (9 students), go to the housing office (3), seek help or advice and look around (4); 3 students did not have any knowledge about a lease, and only 2 knew they had to read a contract carefully. Only 4 knew that there were furnished and unfurnished apartments. Just 4 had some idea of rent practices and rates. When those four were asked how much rent they probably would have to pay if they lived alone, they responded with $50 (1), $100 (2), and $150 (1). (Between $100 and $150 would have been necessary.)

It is important for Japanese students who study in the United States to understand American education. All the students knew some of the differences between American and Japanese education, and they knew how classes would be evaluated (B, No. 2). The concepts they had were right but did not include anything on philosophy, grading system, and social life.

They still did not know how to handle certain situations. For example, two students expected to solve their serious problems with classwork by themselves; they hesitated to ask the teacher (B, No. 3). In discussion, 5 students would keep silent if they lacked confidence. If they did not understand the class, 2 students would try to gain the needed knowledge through books and one would just ignore the problem. Only one knew what the term "office hours" meant. Many students were too formal with professors, and 13 thought they would need an appointment in order to see their own teachers and did not realize that office hours were another possibility for meeting with them. As for

exams, four of the students would take an exam, even if they were seriously ill. Ignorance in situations like these could create problems for students in classes.

If Japanese people have problems with other people, it is hard for them to talk frankly about the problems; 4 students would ask somebody else to solve them, and 3 would ignore the problems. Frank talk will often solve problems, and only after making a good effort themselves should students ask somebody else to help, thought the students must realize that Americans don't normally like to be asked to intervene in other people's relationships. However, just leaving a problem may make it bigger.

The ways they would maintain good friendship with Americans seemed very good. It is important not to interfere with another's privacy, as one student pointed out. Japanese people do not understand privacy well, and once they are sufficiently acquainted with others, they often interfere with their privacy without intending to.

It seemed that these Japanese students would have had difficulty with living in an apartment, even though they knew how to find them. The reason were that they did not know the types of places they would live in, what kinds of apartments existed, or what a lease meant. Only a few paid attention to a contract. They did not even know that there are furnished and unfurnished apartments. They did not know what deposit was required, the range of rent to expect, and what to expect regarding leases.

Even though many Japanese students knew some of the differences in education in the two countries, they still did not know well how to participate in classes and discussion, to solve problems, and to keep good relations with teachers. They had

some idea about how to make friends and maintain friendships, but their ideas were somewhat incomplete. There are still other methods of making friends, such as attending social activities, which no one pointed out. They did not have enough good knowledge of living and studying in the United States to do so with minimum difficulty.

VII. Transportation. Once students arrive in the United States, transportation, both between cities and within a city, is necessary. In this section, I asked students about how they would make use of transportation between and within cities.

Between major cities students said they would travel by airplane (11), bus (8), and train (1). Four students chose the bus because they wanted to see more of the scenery. Those who chose to go by bus and train thought that such transportation was much cheaper than airplane--less than half price. Nobody chose to travel by rent-a-car or car, and the students did not know how expensive a rent-a-car was. For long trips, their preferences were airplane (13), bus (5), car (1), and train (1) (B, No. 1). However, for short distances, the order of preferences was bus (12), train (3), car (5), and airplane (0) (B, No. 2).

Only 9 students knew that the cheapest way to travel might be by riding with someone in a car and sharing the costs (B, No. 3). Only 8 knew the baggage-weight limit of buses and trains (B, No. 4).

Many students thought that city buses were as convenient as those in Japan. In major cities, their order of preferences was city bus (15), walking (2), taxi cab (1), car (1), and rent-a-car (1). From an airport to a hotel downtown, 6 said they would take a city bus, not realizing that it is usually unavailable there (B, No. 5). Even if a bus is available, a limousine is more

convenient. If they needed to visit many places, 10 students would take a city bus and 3 students would try to go to the suburbs by city bus (B, No. 7).

In huge cities like New York and Chicago, the subway is very convenient, but only 7 students chose it. The others chose a bus. Five students did not have any idea.

In small cities, they would travel by bus (13), by taxi (9), by rent-a-car (4), on foot (2), and by streetcar (1).

Since all of the students had traveled in the United States before the interview, they already had some idea of what traveling is like here, particularly for a long-distance trip. Most of them knew they should travel by airplane between major cities. Many of them thought that buses and trains were cheaper, but this is not necessarily true if the costs of night accommodations and meals are counted. No one know how inconvenient trains were in the United States. There are only about two trains a day between big cities except on the East Coast. For short trips, many would depend on public transportation for such trips. Not many knew how to make an economical trip by arranging for a ride.

In traveling, short-distance trips form airports to the city and from place to place in a city are as important as long-distance trips. For city travel, 6 chose a taxicab, but this might be very expensive; 5 chose a city bus, but this would not always be available in commuting from an airport to the city.

Many students thought that city transportation in large cities in the United States would be as convenient as that in Japan. It is not convenient, and it is difficult to find the right bus or to change buses in order to reach one's destination. The bus service is also limited in certain areas of the cities.

In Japan it is not customary to ask somebody for a ride. Thus, 4 students would try to visit their friends in the suburbs by themselves. In the United States, people can ask to be picked up unless there is good public transportation.

The Japanese students did not understand the importance of having their own transportation in the United States. Except in very crowded cities such as New York, Chicago, and San Francisco, the best way to travel is by car. American cities are geographically too large for walking. Taking a taxi is often too expensive, and other public transportation is usually inconvenient. Small cities may not even have public transportation. In cities like New York, Chicago, and San Francisco, public transportation is well developed, particularly the subways. The cities have traffic problems, so the best way to move around there is by subway or bus. Few students knew this. If the subway and bus are not convenient, then a taxi would probably be better. Since many businesspeople visit such large cities, they should have some knowledge of transportation in the cities they visit.

In a small town, students would still depend on buses. However, very small cities do not have any public transportation; therefore, if students have to visit several places, a rent-a-car or their own car would be most convenient. If they want to visit only one place at a long distance, the best way is to ask someone for a ride. One student chose a streetcar, but he probably would not be able to find one except in a few places.

The Japanese students needed to have some idea of transportation in big cities; however, they did not know how to travel in and around small cities, large cities, and huge cities. They did not know how to choose the most convenient and

economical way to travel. They often guessed, based upon their knowledge of Japanese public transportation. Their main fault was that they did not understand the importance of individual transportation and the inconvenience of public transportation.

VIII. Communication. Using the communication systems in the United States is important for people living there. Japanese need to know how to use the postal system, the telephone, etc.

Few of the Japanese students were knowledgeable about long-distance calls. Only 8 students knew how to call an operator on the phone. Only 6 students could give directions for making some types of long-distance calls; 5 could give one step; and 9, none. Seven of the 20 students knew the cheapest times to make long-distance calls; however, 15 did know how to make a local call on pubic and private phones.

Almost none of the students were well informed about telegrams. Only one knew what Western Union was. No one knew the types of telegrams.

Communication is very important, particularly for businesspeople. However, it is not always easy to communicate, especially on an economical basis. I met one Japanese wife had been in the United States for more than one year and did not know what the cheapest times are to call long distance.

Most students (19) knew that the telephone was the fastest and most convenient communication system in the United States; however, only a few could use it well.

Many students could not make long-distance calls. Eight students did not even know how to call an operator. No one knew all four of the types of service--dial direct, station-to-station, person-to-person, and collect--and 9 did not know the differences among them. Only one knew what the different rates

are, when the cheapest times to call are, and what the WATS line and toll-free numbers are. Based on these responses, 7 students would probably have a great deal of trouble making long distance calls, 3 would need a little help, and 10 would be unable to call long distance at all.

Not many students had trouble making local calls. However, no students knew they could make local calls free from private phones or knew how to use Directory Assistance or Information numbers.

Almost none had any idea of how to use telegrams. Thirteen students thought that they could send a telegram at a post office (B, No. 5).

They had little understanding of postage either. Only 3 knew that book rate is the cheapest, and 4 were not even aware of the differences in rates (B, No. 4).

In summary, many of the Japanese students did not know how to the telephone well. They, of course, did not know how to use in most economically, which can be very important. All Japanese people in the United States should know some of the principles of the United States communication systems as well as where they can get more information. However, many of them could not reach an operator or use a telephone directory well. Since telephones, in particular, cause problems, students definitely need some assistance and training.

IX. Manners. Manners are important in any country, and they differ from one society to another. This section was designed to check how well Japanese students understand American manners.

If the Japanese students received an invitation for dinner, 19 said they would accept or reject it immediately. When they went to dinner, 6 would dress up; 4 would wear neat and clean

clothes; 2 would wear casual clothes, and others would not care about what they wore. Seven students would go to dinner before the agreed-upon time, 9 at the exact time, and 4 would arrive late. Only 4 students would thank the host or hostess for the invitation when they arrived for the dinner. Nine would bring a gift for the family, and 1 would bring a gift for each member of the family. Before a meal, they would drink a cocktail (2), coffee or tea (4), wine (3), and a soft drink (4). When they were in the dining room, 4 would sit down when the other people there did, but 6 would just sit down whenever they found chairs. Some people would ask where to sit if they did not know, but the rest would sit wherever they liked. Only 2 students knew they should ask for a second portion or helping if they wanted one, 6 would refrain from taking one, and 5 would accept it (if the hostess offered it). Four would leave one hour after the meal; 1, two hours afterward, and 10, when the others left. Only 5 would verbally show appreciation to the host and hostess immediately after the dinner, 7 would call the host and hostess later to express thanks, and 9 would send a thank-you note.

Everybody said they would follow the same rules of manners and customs when they were invited to someone's home for a weekend.

Most students were familiar with some rules of table manners, and 9 students pointed out more than three; 6 gave three; 3, two; and 1, just 1. The rules they pointed out included avoiding disrupting the atmosphere by noisy behavior, making noises with the mouth or silverware (18), using silverware in the right manner (10), resting the elbows on the table (7), placing the napkin on one's lap and not refolding it after the meal (4); passing food (3); pulling the chair close enough to a

table (2); not standing up during the meal (2); and not smoking during the meal (2).

The students' knowledge of table settings is summarized in Table 7. In order to determine how well the students understood where and how objects are placed, they were given a 5 for the right position, in the right manner; a 4 for a near right position and in the right manner; a 3 for the right position but in the wrong manner; a 2 for the wrong position; and a 1 for wrong position and wrong manner. For example, a student would receive a 3 for placing the knife on the right side of the plate (position) with the blade turned in the wrong direction (manner).

TABLE 7

SETTING A TABLE

	5	4	3	2	1
position:	right	near	right	wrong	none
manner:	right	right	wrong	--	--
Place mat	5				15
Plate	15				5
Napkin	9	2	8		1
Salad fork	4	14	1		1
Fork	13		4	2	1
Knife	15	1	3	1	
Teaspoon	5	3	9	2	1
Salad plate	1			3	16
Glass	8	3	5	3	1

Many students did not know the rules for making introductions. Only 4 knew two rules; 9, one rule; and 7, none. The thirteen students knew the order of introductions by age--the younger introduced to older first--and 4 knew the order by sex--men introduced to women first.

Most students had only a slight idea of what to do when invited for a dinner or a weekend. Many hints had to be given to elicit a response. The students were unsure of the correct behavior because in their own country they do not have the social custom of inviting people for dinner at home and because they do not have any idea of what American family meals are like.

Students did not know there were both informal and formal dinners at home, knowledge that is helpful in deciding what to wear, whether to bring a gift, etc. Since Americans are very punctual for dinners, guests should not be late. Many students mistakenly thought they were under an obligation to bring a gift so preferred not to accept an invitation if they did not have a gift to bring. They did not know about the custom of conversation in the living room before dinner. They did not know how to assign seats around the table, and some would choose one by themselves. A few knew where the host and hostess sat, but no one knew the whole rule. The students did not know the eating habits of Americans. They did not know when to eat, what to eat, or how much to eat. Some felt obliged to eat food that they did not like as if it were good (B, No. 5). They knew some table manners but not many. Obviously, poor manners could cause embarrassment and discomfort at the dinner table. None of the students questioned knew what could happen or what they should and should not do if invited to an American home for a weekend.

It would be very difficult for them to be a good host or

hostess. While the students knew how to invite people and knew that couples were expected to participate in social activities, such as dinners and parties (B, Nos. 1 and 2), they did not even know how to set a table well (Table 7) and did not have a clear idea about how to give a party.

Some of them were unaware of some fundamental social manners, like greetings and introductions. These are very important, especially since as foreigners in the United States, Japanese people have many opportunities to greet and introduce people. Therefore, some basic rules need to be learned.

Almost all Japanese students are ignorant of American manners. Manners are still very important in certain levels of society, particularly in business. Since Japanese students and businesspeople may have opportunities to join in many social activities, they should learn social manners. American tend to expect foreigners to follow American manners just as they expect them to speak English, no matter how poorly, in the United States. Good manners will help the Japanese people conduct their business more easily and have less trouble in general in dealing with Americans.

X. Getting acquainted with Americans. Japanese as well as other foreigners have trouble mingling with Americans. While they are in the United States, it is important to make friend with Americans, or at least to get along with them. Certain rules and customs in American society must be followed. This section is designed to determine the extent to which Japanese students are aware of American rules and customs.

The Japanese students could not think of many good ways to make friends with Americans. Ten students listed only 1 way; 7, two ways; and 2, three ways. The ways they suggested were

talking with them (8 students), visiting them (7), attending a party (5), joining a club (4), giving a gift (2), and attending church (1).

If they had a problem with American friends, they would talk with them (14), ignore the trouble (1), and ask others to solve it (2).

Students would discuss family (13), hobbies (8), school (6), Japan (4) and everything (8), with their American friends. None of the students knew the differences between topics that Japanese would like and those that American would like.

If Japanese girls were asked for a date by an American classmate, they would accept unconditionally (4), probably, if he was a "nice" person (3), or if he was "all right" (2), and not accept, regardless of the kind of person (1). Four would answer immediately and 6 later. If the person was somebody they did not like, 6 would neither refuse nor accept, and 4 would refuse.

To maintain friendships with Americans, Japanese students would call them on the phone sometimes (5), go shopping together (1), not interfere with their privacy (1), study together (1), be punctual (1), and avoid creating any financial problems with them (1).

If they attended a party, they would talk a good deal (16), try to enjoy the party (3), show that they were enjoying the party (3), help the host and hostess (3), and call them later to express appreciation (2).

Since Americans are more independent, Japanese have trouble making friends. In Japan, people belong to certain groups and automatically make friends within the group, but in the United States, individual effort is more important.

The students' methods of making friends seemed very good but

too limited. There are many social activities besides parties. There are many social places that were not mentioned by the students, such as bars, night clubs, discotheques, etc. Many people give their own parties. Social clubs and churches are also good places to meet people, and they often sponsor activities, too. Some Japanese people are very conservative and hesitate to try anything new. Others would not go to parties unless asked by friends, in which case they would try to stay with them rather than mingle (B, Nos. 1 and 2).

When students have trouble with Americans, sincere, frank talk helps solve the problem. However, it is hard for Japanese people to talk directly to others; instead, they just ignore the problem or ask somebody else to talk to their friends. None of the students pointed out that when they do talk to American friends about a problem in their relationship, analytical and clear reasoning are very important.

In America, conversation topics can include more personal matters than in Japan. A major difference in the nature of conversation in the United States and in Japan is that Americans reveal more of their private self and talk more about personal matters than do the Japanese. A difference no student pointed out was that Americans like to talk on a very personal level. At the same time, what Americans consider too personal for general discussion is different from what Japanese consider too personal. For example, plans for having children is a very personal topic for Americans, but not for Japanese. However, they do not like to interfere with a person's privacy or to have others interfere with their own. Americans are more fond of discussions than are the Japanese, and they like to openly express their opinions and hear the opinions of others--another difference that nobody

pointed out. The topics suggested by the students were all right. "Japan" is an interesting topic to Americans, but it is important to draw on the favorites, such as sports and activities in which they are involved or interested. Surprisingly, no one pointed out weather as a conversation topic.

Dating is a very important social activity in the United States. However, Japanese people are not familiar with it. Most of the Japanese girls showed willingness to date Americans. Some of the girls who had dated did not enjoy themselves, because they did not know certain dating customs. In dating, men still usually take the initiative, but the Japanese men did not know how to arrange a date at all. Of course, they did not know the "do's and don'ts" of dating.

The ways that students suggested for maintaining a friendship with Americans seemed satisfactory but could have included such things as jokes, flattery, and compliments. In casual conversations, students should comment only positively; that is, if they dislike the speaker's car, clothes, cooking, etc., it is better to say nothing than to comment negatively.

If the students attended a party, they said they would try to be active. This is a somewhat unexpected response since at parties most Japanese people usually collect in a corner of the room, or if they do talk to others, they remain with the same small group of people all the time. They apparently understand what is expected of them, but they may feel uncomfortable doing it.

In addition to parties, the students said they would also try to make friends in classes (B, No. 5), and other places (B, Nos. 3 and 4).

Even though their knowledge of the different methods of

getting along with Americans was rather limited, most Japanese students knew the principles of getting acquainted with Americans: they knew how to make friends, how to maintain the friendship, and how to solve problems in relationships. The question is whether they can and do apply the principles.

Conclusion

The responses to the Test of American Culture showed that Japanese students in Japan did not understand many aspects of American culture, including daily life, practical information, and covert culture. This indicates that Japanese students will encounter many cultural problems after coming to the United States.

In order to find out what kinds of cultural problems they actually do encounter, I interviewed ten male and ten female incoming Japanese students at the University of Kansas. The interview had ten sections: (1) nonverbal communication, (2) money, (3) time, (4) measurements, (5) clothes, (6) education, (7) transportation, (8) communication, (9) manners, and (10) getting acquainted with Americans. This interview was practically oriented; questions were based on usefulness in the United States.

The results of the first section indicated that the Japanese students did not know many American gestures. They knew only the ones most frequently used, because they had learned little about American nonverbal communication in Japan. However, they had observed that, in comparison with the Japanese, Americans use more nonverbal communication, express more of their emotions, and hold more friendly and informal attitudes that are helpful in

establishing good human relationships.

Japanese students had some understanding of American coins and bills, but most of them could not manage money well. They did not know very well how to find night accommodations, particularly inexpensive ones. They did not understand the value of the American dollar and could not estimate hotel and food costs. They did not understand tipping customs well, other than knowing that they should tip at restaurants. Checks are not normally used in Japan, so the students did not know how to use them or what to pay attention to in using them. Only a few knew any money-saving methods of shipping, mostly ways that would be applicable in Japan.

Americans are supposed to be very punctual, and time is quite important in American culture. The daily schedule, as concerns such matters as business hours and meal times, is almost the same in the United States as in Japan; however, some customs regarding time are different. An appointment is a good example. Many Japanese students had trouble with appointments. They did not understand when Americans were strict with time.

Japanese students had serious problems with the measurement system that Americans use. They understood length best, and then weight. They knew such words as "inch," "foot," "gallon," and "pound," but often did not have any understanding of the meaning even of the units that they knew.

Some Japanese students had trouble knowing what clothing to wear. The main cause of such problems was that they did not know the levels of formality of social events. They could select proper clothes for business and school but not for social activities with which they were not familiar. Even though heating practices here are different from those in Japan, most of

the students knew what to wear in the winter.

Most of the students knew some of the differences between American and Japanese education; however, they seemed not to know much about the American philosophy and system of education, grading, methods of research, and social life. Some students could not suggest good ways to solve problems with roommates; however, they knew some good, if limited, methods of maintaining friendly relationships with Americans. All the students lived in dormitories and had very little idea of how to live off campus, how to find places to live, what is important to know about renting or leasing an apartment, and how much it costs to live off campus.

The Japanese students applied their knowledge of transportation in Japan directly to America. They depended on public transportation and did not understand the importance of having their own transportation. They did not have accurate ideas about traveling, except between major cities. They did not understand the practice of sharing a ride or renting a car very well. They did not know how to travel conveniently and economically in and around cities or for short distances.

The Japanese students knew that the telephone was the best means of communication, but they did not know much about long-distance calls. They did not know how to make the most economical calls or even how to call the operator. However, they could make local calls satisfactorily. The telegraph and postal systems also gave them problems.

Social manners were one of the biggest problem areas they encountered in the United States. There are many social activities that seldom, if ever, occur in Japan, so they are not familiar with them. They know some aspects of table manners but

not enough overall etiquette to be a host or hostess and entertain people at dinner parties. They did not know table setting and table seating very well, so were faced with the possibility of being embarrassed. They had gaps in their knowledge about American dinner parties, other types of parties, and weekend visiting practices. They even had some trouble with manners needed for such daily routines as making introductions and greeting people.

They had some idea of how to make friends with Americans, how to get along with them, and how to solve problems that arise in friendships but did not understand very much about social activities, particularly dating. Since many people get acquainted with each other through such social activities in the United States, they should have more ideas about them.

In conclusion, the Japanese students were seriously lacking in practical information, and they were probably going to encounter some serious problems and waste money. This type of trouble is due to the differences in the social systems of Japan and the United States. The Japanese students often seemed to try to guess what to do and how to do it on the basis of how it is done in Japan, so wherever the American system was different, they had trouble.

The main problems are that they did not know much about American social customs, levels of formality, and American value systems. Therefore, on certain occasions, they could not behave properly.

In addition, students sometimes knew what to do but were not able to act in accordance with American customs that they were familiar with. Instead, they just followed the rules of Japanese culture.

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APPENDIX

QUESTIONS IN THE INTERVIEW

I. Nonverbal Communication

Part A

1. What American gestures do you know, and what do they mean? (at least three examples)
2. Which gestures are different from Japanese ones?
3. What kind of attitude do you take toward a waitress, a salesperson, a clerk, and a teacher? Do you take the same attitude toward all of them?
4. What do you think about American nonverbal communication, particularly American gestures and attitudes?

Part B

1. (to make a ring with a forefinger and a thumb)
   a. OK b. money c. good luck d. God bless you.
2. (to shrug one's shoulders)
   a. I don't know. b. I am sorry. c. I beg your pardon.
   d. an important point
3. (to cross the fingers)
   a. money b. bad luck c. dirty things d. good luck
4. (rubbing one forefinger with the other at right angles)
   a. congratulations b. shame c. good luck d. bad luck
5. (uh-huh)
   a. yes b. no c. no good d. thank you
6. (huh-uh)
   a. yes b. no c. sure d. You're welcome.
7. (with the palm up, bend four fingers one or more times)
   a. Come here. b. Goodbye. c. Hello. d. I don't care.

II. Money

Part A

1. How do you find night accommodations in the United States? If you want to stay at a cheap night accommodations, what are some good places? How much per night should you budget to stay in a hotel?
2. Whom do you tip?
   Where do you tip?
   How much do you tip for what services?
3. If you stay in the United States for a while, how do you keep your money safely?
4. What is important when you use personal checks? (at least three points)
5. What is important to remember about using checks?
   Which type of checking account do you have and why?
6. What things are important to know for economical shopping?
7. What do you do if you want to buy a shirt?
   Please explain the situation in detail.

Part B

1. A ten-cent coin is called a _____.
   a. dime b. nickel c. quarter d. penny
2. When you take a long trip, you carry _____.
   a. cash b. traveler's checks c. your own personal checks
   d. cashier's checks
3. If you have $1,000 in cash now and you do not need more than $200 in a month, where do you keep $800?
   a. at home b. at a post office c. in a savings account
   d. in a checking account

4. How much do you tip at a restaurant?

a. 5% of the bill b. 15% of the bill c. 25% of the bill

d. nothing

5. How much does a breakfast of two eggs, two slices of bacon, toast, a glass of orange juice, and a cup of coffee cost at a cafeteria?

a. less than a dollar b. between a dollar and $1.50

c. between $2 and $3 d. more than $3

III. Time

Part A

1. What is important in making an appointment with somebody in business?

What do you have to do about an appointment?

If you miss the appointment, what do you do?

2. When are Americans strict about time?

Part B

1. Regular business hours at most commercial offices are ------.

a. between 9 a.m. and 5 p.m. b. between 9 a.m. and 6 p.m.

c. between 8 a.m. and 6 p.m. d. various hours

2. If you have an appointment with the manager of a company at 3 o'clock, you should be in his/her office by ------.

a. 2:30 b. 2:50 c. 3:10 d. any time after 3:00

3. If you are invited to dinner at an American home at 6 o'clock, you should be there ------.

a. by 5:45 b. at 6:00 c. between 5:45 and 6:15

d. any time after 6:00

4. If you are planning to take an airplane, you should be at the airport by _____.

a. the departure time

b. 15 minutes before the departure time

c. at least 30 minutes before the departure time

d. an hour before the departure time

5. In general you do not need an appointment to see _____.

a. a medical doctor b. a dentist c. an administrator of a college d. a pharmacist

IV. Measurement

Part A

1. How do Americans measure liquid?

2. How do Americans measure temperature?

3. How do Americans measure length?

4. How do Americans measure area?

6. How do Americans measure weight?

Part B

1. One pound equals _____ oz.

a. 8 b. 12 c. 16 d. 20

2. One quart equals _____ cups.

a. 2 b. 4 c. 6 d. 8

3. One gallon equals _____ pints.

a. 2 b. 4 c. 6 d. 8

4. One foot equals _____ inches.

a. 4 b. 10 c. 12 d. 15

5. One yard equals _____ feet.

a. 2 b. 3 c. 5 d. 10

6. One mile equals about _____ km.

a. 1 b. 1.2 c. 1.4 d. 1.6

7. The average body temperature is _____ F.

   a. 95.1 b. 98.6 c. 101.2 d. 103.4

8. The freezing point of water is _____ F.

   a. 22 b. 27 c. 32 d. 37

9. One acre is about _____ square meters.

   a. 3,058 b. 3,715 c. 4,047 d. 5,011

V. Clothes

Part A

1. What kind of clothes do you wear when you go to a hotel or a restaurant? Do you wear jeans? Do you wear a tie? (man) Do you wear slacks? (woman)
2. What kind of clothes do you wear when you go to school?
3. What kind of clothes do you wear when you travel on business?
4. If you are invited to a party at your friend's house, what kind of clothes do you wear?
5. If you live anywhere in the United States during the winter (except the southern part), what kinds of clothes do you need?
6. If you have a date, how do you decide what to wear? to the movie in the evening? to eat dinner out? to go to the theater? on campus?

Part B

1. You dress up when _____.

   a. you go to church or the theater

   b. you go shopping in a supermarket

   c. you go to school

   d. you are not at home

2. When a businessman visits a manager in a company, he wears _____.

a. dark colored suit and narrow tie

b. a suit or a sportcoat with a tie

c. very casual (informal) clothes

d. anything he likes

3. When men visit a friend at home, they wear _____.

a. a tie b. a suit and a tie c. anything that is neat and clean d. anything they like

4. Except in southern United States, you wear _____ in the winter.

a. thick underwear b. light clothes and a thick coat

c. a couple of thick wool sweaters d. light-color clothes

5. If you are invited to dinner, but you do not know what to wear, _____.

a. you wear formal clothes

b. you wear informal clothes

c. you ask the host what to wear

d. you wear informal clothes and bring formal clothes

VI. Education

Part A

1. What differences are there between American and Japanese college education?

2. What do you do if you have trouble with your roommate? (for example, making noise or bringing friends)

3. How do you try to make friends at universities?

4. How do you find an apartment and what is important to know?

Part B

1. Your level of education is evaluated by _____.

   a. grade-point average b. number of credits c. how long you have been to school d. how many schools you have attended

2. A college instructor usually counts _____ for the grades in a small class.

   a. only papers and exams b. only exams and projects c. attendance d. everything, including exams, papers, projects, participation of discussions, attendance, etc.

3. If you have a serious problems in class, you should _____.

   a. try to solve it by yourself

   b. ask your classmate to help

   c. ask your friend to help

   d. talk with the teacher

4. When you attend a discussion, _____ if you do not have confidence.

   a. you keep silent

   b. you talk only about things you know well

   c. you agree with somebody who has a good opinion

   d. you try to talk as much as you can as well as listen to others well

5. If you do not understand what a teacher explains in class, _____.

   a. you ask him/her to explain it again

   b. you ask your classmate about it later

   c. you read books later and find it out

   d. you just ignore it

6. You should hand in a paper _____.

a. a couple of days before the deadline

b. any time before the deadline

c. anytime before the semester ends

d. within three days after the deadline

7. If you want to talk to your teacher, _____.

a. you visit him/her at home

b. you just go to his/her office

c. you go to his/her office during office hours

d. you call and make an appointment

8. If you are seriously ill on an exam day, _____.

a. you still take the exam

b. you call the teacher and explain

c. you tell the teacher later

d. you just forget the exam

VII. Transportation

Part A

1. Explain how you travel between cities.

2. Explain how you travel in a large city.

3. Explain how you travel in cities like New York, Chicago, and San Francisco.

4. Explain how you travel in a small city.

Part B

1. If you make a long-distance trip (more than 1,000 miles), how do you travel?

a. by train b. by bus c. by car d. by airplane

2. If you make a short trip (less than 100 miles), how do you travel?

a. by bus b. by train c. by car d. by airplane

3. The cheapest way to travel for a long distance is _____.

a. by bus b. by train c. by airplane d. to ride with somebody else and share the expenses

4. What is the weight limit for checked baggage on a bus or train?

a. 50 pounds b. 150 pounds c. 250 pounds d. unlimited

5. If you go to a downtown hotel from the airport, you take _____.

a. a taxi b. a city bus c. a rent-car

d. a limousine and a taxi

6. If you have to visit many places in major cities other than New York, Chicago, and San Francisco, how do you travel?

a. by taxi b. by city bus c. by rent-a-car

d. by limousine and taxi

7. The best way to get to your friend's house in the suburbs of a large city is _____,

a. by city transportation b. by taxi c. by limousine and city transportation d. to ask you friend to come to pick you up

VIII. Communication

Part A

1. How do you make a long-distance call by a public phone?

What kind of call would you make?

If you are not in a hurry, when do you make a long-distance call?

How do you make a local telephone call?

2. How do you send a telegram?

What kinds of telegrams are there?

Part B

1. _____ rate is the cheapest long-distance call.

   a. Day b. Evening c. Night d. Weekend

2. If you want to make the cheapest telephone call from the West coast to a company in New York, when is the best time?

   a. 7 a.m. b. 10 a.m. c. 3 p.m. d. 6 p.m.

3. _____ is the cheapest phone rate.

   a. Dial direct b. Station-to-station c. Person-to-person d. Collect

4. What is the cheapest postal rate for packages?

   a. books b. printed matter c. parcel post d. the same

5. Where do you send a telegram?

   a. at a post office b. at Western Union c. at a bank d. at a bus station

6. What is the fastest and most convenient communication system?

   a. telephone b. telegram c. special delivery d. regular mail

IX. Manners

Part A

1. What do you do if you are invited to a dinner at home? Please describe that situation.
2. What do you do if you are invited to an American home for a weekend?
3. What are important table manners? Please mention as many as possible.
4. How do you set the table?
5. How do you assign the seats at a table?

6. When you are at the table, what should you do and what should you not do?

7. How do you introduce people?

Part B

1. If you invite your friend to dinner informally, _____.

   a. you make the invitation by phone b. you send a card

   c. you send a telegram

   d. you visit him/her and make the invitation in person

2. If you want to invite somebody to a dinner, you invite _____.

   a. only him b. him and his wife

   c. him and his whole family d. no rule

3. If you are invited to a dinner, what should you do?

   a. check your schedule and answer as soon as possible

   b. go to dinner even if you do not want to

   c. just go there on time without giving any answer

   d. if you cannot go, you tell the host one day before, and if you can, you just go

4. If you are invited to an American home for dinner or for the weekend, you ought to _____.

   a. bring roses b. bring gifts c. do nothing special

   d. send a thank-you note later

5. If the food tastes terrible, you should _____.

   a. ask the hostess for something else to eat

   b. tell the hostess it is not good c. not comment on it

   d. try to eat a lot of it, as if it were good

6. When a man meets a woman for the first time, he _____.

   a. extends his hand for a handshake

   b. shakes hands if she extends her hand

   c. smiles d. hugs her

7. When you introduce people, _____.

a. you introduce a man to a woman

b. you introduce a woman to a man

c. you introduce an older person to a younger person

d. no rule

8. If you eat with your right hand, you keep your left hand _____.

a. on the table b. beside the dish c. in your lap

d. anywhere you like

9. If you want to get more food, what do you do?

a. you try to reach the food, wherever it is

b. you ask the hostess to serve more

c. you ask the nearest person for more

d. you just forget it if you cannot reach it

10. If you are asked whether you like coffee or tea by the host and you do not want either, what do you do?

a. you say you want either of them b. you say coffee

c. you just keep silent d. you say "no, thank you"

X. Getting Acquainted with Americans

Part A

1. If you live in a new place, how do you try to make friends?

2. If you have a trouble with your American friend, how do you try to solve it?

3. When you talk with Americans, what kind of topics do you talk about?

4. If your classmate calls and asks for a date, what do you say?

5. If you want to date an American girl, how do you arrange that?

6. How do you try to maintain good friendship with your American friends?

7. What do you try to do when you attend a party?

Part B

1. Do you attend a party in your dorm?

   a. I attend it if I am not occupied.

   b. I attend it if my friends go.

   c. I do not attend it unless somebody asks me.

   d. I do not attend it.

2. If you attend a dance party, _____.

   a. you sit aside and watch people

   b. you talk with people around yourself

   c. you stick to people you go with

   d. you talk to people and dance with them

3. If a stranger talks to you when you are eating in a cafeteria, _____.

   a. you just ignore him/her

   b. you try to talk to him/her as little as possible

   c. you try to enjoy a conversation with him/her

   d. you try to keep in contact with him/her later

4. What attitude do you try to take when you talk to a stranger?

   a. I try to be polite and friendly

   b. I try to be informal

   c. I try to be very formal d. nothing special

5. How do you get acquainted with your classmates?

   a. I go to class early and try to talk to them

   b. Whenever I have a chance, I talk to them

   c. I respond whenever they talk to me

   d. I do not pay any attention to them